

# Palomar College – Institutional Review and Planning Instructional Programs

**Purpose of Institutional Review and Planning:**

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

**Discipline: Judaic Studies**

Instructional Discipline Reviewed

2007-08

**1. 3-year trend of quantitative data**

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	15	19	12	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	68.18%	63.33%	40.00%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	45	57	36	Weekly Student Contact Hours
<b>FTEs</b>	1.50	1.90	1.20	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	0.20	0.20	0.20	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	225	285	180	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	-	-	-	FTEF from Contract Faculty
<b>Hourly FTEF</b>	0.20	0.20	0.20	FTEF from Hourly Faculty
<b>Overload FTEF</b>	-	-	-	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	0.20	0.20	0.20	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	100.00%	100.00%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	78.57%	100.00%	80.00%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	64.29%	72.22%	80.00%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	-	-	-	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- Under 18 Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year
<b>- 18 or More Units</b>	-	-	-	Total number of Certificates awarded for the Full Academic Year

**2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.**

With the retirement of a veteran professor, Dr. Yehuda Shabatay, the Judaic courses have been curtailed and the two courses have been alternated between semester. For example, JS 106 is offered in the fall semester and in the spring, no JS course is offered, and in the next fall semester the JS 107 course is offered. Both of these courses have been cross-listed with Religious Studies and have a new designation: JS-106 and JS-107. A new World Cultures certificate allows students to take the JS-106 introductory course for the new certificate.

**3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</b></p> <p>A new World Cultures certificate program will introduce students to the JS 106 introductory class.</p>	
<p><b>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</b></p> <p>MCS department is scheduling the JS classes by alternating them to allow for student interest to grow and to avoid under-enrollment and cancellation. Both the new World Cultures certificate and the new cross-listing between MCS and Religious Studies will help to build enrollment in Judaic Studies.</p>	

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p>a. <b>Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>N/A</p>	
<p>b. <b>Budget – budget development process, one-time funds, grants, etc. Continue present funding, possible new DVD and speaker fund.</b></p>	
<p>c. <b>Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b>  <b>Judaic Studies will move to new MIB complex</b></p>	
<p>d. <b>Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b>  <b>Continue part-time faculty.</b></p>	
<p>e. <b>Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p>N/A</p>	
<p>f. <b>Other</b></p> <p>N/A</p>	

**5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.**

The JS program is an integral part of Palomar College's strategic plan to provide inclusiveness and meet the significant need of diversity and provide understanding of diverse cultures. The instructional level of JS brings a significant richness to the curriculum and appreciation of the rich Jewish cultural heritage and legacy that is fundamental to understanding both American and world cultures.

**6. Student Learning Outcome progress:**

**a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.**

Students are able to study this fascinating subject and become exposed to rich concepts of civilization and heritage that has formed the Judeo-Christian tradition. Through sensitive and intellectual preparation of the instructor, students are guided through assignments, essays, reports, and exams that test their competence.

**b. Discuss a learning outcome that is observable yet difficult to measure.**

JS offers an opportunity to study a culture that is rich in both its heritage and legacy. The courses provide students' minds with an array of cultural traditions and awareness about the Judaic history and legacy within this fascinating subject. This educational experience brings about attitudinal changes and greater appreciation of Judaic culture. Student understanding is greatly expanded and enriched.

**7. Describe a discipline accomplishment that you want to share with the college community.**

Although this is a small area within the MCS Department, the Judaic Studies program is a vital part of our academic program at Palomar College. It was through Judaic Studies that our department first developed and offered the first course on the Middle East in 2006. The Judaic Studies courses provide students with important historical and cultural traditions of the Jewish culture and provide Palomar with a rich dimension of diversity.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

N/A

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

10. Other comments, recommendations:

N/A

Please identify faculty and staff who participated in the development of the reviewer's planning:

John Valdez \_\_\_\_\_

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Department Chair/Designee Discipline Review and Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Division Dean Review and Signature

\_\_\_\_\_  
Date

\* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

\* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.